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ABSTRACT

Specific issues to be resolved, prior to including federal programs information on school and school district universe files, are identified and discussed as part of the Education Data Improvement Project of the Council of Chief State School Officers. Goals of this Project are to describe state collection of data elements currently in the common core of data of the National Center for Education Statistics and to present recommendations to make the common core of data more comprehensive, comparable, and timely. These profiles represent a sampling of individual state data collection practices in isolation from other states. They are continually being revised. Analysis will result in matrices comparing, state-by-state, the practices reflected in the profile. Profiles contain information about six federally-funded programs: (1) Chapter 1 of the Education Consolidation and Improvement Act; (2) Bilingual Education; (3) Migrant Education; (4) Special Education; (5) Vocational Education; and (6) Food and Nutrition Services. They include the state definitions of the programs and a summary of data that the states currently collect. The profiles and recommendations to improve them are summarized in three tables. Five additional tables give the state-by-state components of definitions used in the school and school district universe files. (SLD)

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
State Education Assessment Center

Education Data Improvement Project

U.S. DEPARTMENT OF EDUCATION
Center for Statistics

September 1986

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FEDERAL PROGRAMS INFORMATION ON SCHOOL AND SCHOOL DISTRICT UNIVERSE FILES

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Improving Universe Data on Schools and School Districts

FEDERAL PROGRAMS INFORMATION ON SCHOOL AND SCHOOL DISTRICT UNIVERSE FILES

September 1986

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to
Federal Programs Information on School and School District Universe Files

The Common Core of Data Coordinators, designated by their chief state school officers as the official state liaisons with the Center for Statistics, are the primary respondents to the Project. The state profiles could not have been developed without substantial efforts by these coordinators, who provided original state data collection instruments; verified and corrected Project analysis of those instruments on the Shuttle; and, on at least two occasions, verified, corrected and clarified draft profiles. The profiles were also reviewed by the chief state school officers. The profiles provide the database for findings and recommendations presented in this report.

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All of the federally-funded programs included in the Project's database--ECIA Chapter 1, Bilingual Education, Migrant Education, Special Education, Vocational Education and Food and Nutrition Services--provide services to large numbers of targeted students in schools across the country, collect extensive amounts of educational and fiscal data on programs and students served, and are often targets of studies conducted by the federal government. A task force on federal programs information for school and school district universe files was convened to assist the Project in interpreting our findings and making recommendations. Task Force members are as follows:

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Martin Orland, Center for Research (USED), was especially helpful to the authors in reading this report and making suggestions. George Wade, our Project Officer in the Center for Statistics (USED), provided guidance and assistance in the data collection, and offered continuing cooperation and support.

This report could not have been written without considerable assistance from our colleagues at CCSSO:

Carol Copple - for organizing and writing of the Task Force Report
Hank Ecton - for editing the manuscripts
Ramsay Selden - for his professional judgments and support
Yvonne Warren - for her typing, layout, and proofreading of the drafts of the manuscript.

PREFACE

This document is one of a series of reports resulting from the Council of Chief State School Officers' Education Data Improvement Project. The Project, funded by the U. S. Department of Education's Center for Statistics, is a joint effort of the states and the federal government to improve the quality and timeliness of data collected, analyzed and reported by the Center. The Project, initiated by the Council as the first effort of its State Education Assessment Center, coincided with the Department of Education's extensive redesign of the national elementary/secondary education statistical data system. Improvement of the Center's common core of data, collected annually from state education agencies, is the Project's primary goal.

In November 1984, the Council of Chief State School Officers voted to "work actively with the National Center for Education Statistics (currently the Center for Statistics) to ensure that reporting of data from all sources is accurate and timely." This vote committed the Council to improving the comprehensiveness, comparability, and timeliness of data reported to the Center for Statistics by the state education agencies.

In several recent speeches and interviews, Chester E. Finn, Jr., Assistant Secretary for the Office of Educational Research and Improvement (OERI), listed four goals for strengthening the nation's ability to achieve educational excellence. The primary goal - "significantly improving the nation's educational statistical information base: both in the amount of data and its quality" - suggests that the Department of Education has substantial interest in the work and goals of the Education Data Improvement Project.

The Center for Statistics and the states jointly share responsibility for a statistical system in education that is inadequate for today's needs. This project is one effort wherein they are working together to make the basic system efficient and effective.

The goals of the project are to describe state collection of data elements currently contained in the common core of data and those that might be added to make the common core of data adequate and appropriate for reporting on the condition of the nation's schools, and to present recommendations to states and the Center for Statistics for making the common core of data more comprehensive, comparable and timely. During this first Project year, the focus has been on the school and school district universe files.

Regarding the universe files, the Project has three purposes: (1) to identify all states collecting specific data elements, (2) to specify in detail the definitions and specifications used by each of the states for each data element, and (3) to isolate discrepancies in ways different states define and measure those various elements. This current report presents individual state profiles of selected universe terms and data elements.

The profiles should be interpreted with the understanding that they reflect a snapshot of individual state data collection practices in isolation from all other states. They are accurate today, but they are continually being revised. Our analysis of these profiles will result in matrices comparing, state by state, the practices reflected in the profiles. It is our belief that, based on these cross-state comparisons, states will be able to refine their profile information to bring the individual state practices more in line with one another. As this happens, the Education Data Improvement Project will update the profiles. Through this process over the next six months, the profiles will become truer pictures of state data practices.

INTRODUCTION

Universe Data on Schools and School Districts

The Council of Chief State School Officers, jointly with the U. S. Department of Education's Center for Statistics, is conducting a project to improve the quality and timeliness of nationally reported data on elementary and secondary education. The Education Data Improvement Project was designed to promote and facilitate the reform and refinement of the Center for Statistics' national education statistical data system.

One major aspect of the Project is systematic assessment and comparison of state data collection practices. The goals for the first year are (1) to describe state data collection in terms of data elements currently contained in the Center for Statistics' Common Core of Data (CCD) school and school district universe files and data which might be added to improve those files and (2) to make recommendations to states and the Center for Statistics for making the universe files more comprehensive, comparable and timely. The current universe files contain listings of every elementary and secondary public school (approximately 87,000) and all local public school districts (approximately 16,000) in every state, U. S. Territory, and the District of Columbia. There are three major purposes for universe files: (1) to provide official state-by-state listings of public elementary and secondary schools and school districts in this country, (2) to provide minimum information necessary for selection of national, regional and state representative samples of schools and school districts, and (3) to provide basic statistical data about all schools and school districts.

Education Data Improvement Project: Overview

The Education Data Improvement Project's data collection has two purposes: (1) to identify all states collecting specific data elements,

and (2) to isolate discrepancies in ways different states define and measure various elements. Multiple iterations are built into the process with several points for validation and refinement of the responses by the states so that, over time, clear, concise recommendations can be made to individual states for improving the national statistical data base.

The data collection process is multi-faceted in that data are collected from several sources and supplemented by individual and group interviews in areas needing further explication and by task forces and study groups in more complex areas. Over the several iterations, true state and national profiles will emerge. Where discrepancies are found across a number of states, meetings will be convened to arrive at consensus on specific data elements, definitions or measurement procedures. Where problems are found with a single or a few states, negotiations will establish cross-walks between the state(s) and the Center for Statistics. Where states have better, more efficient definitions and procedures than currently used by the Center for Statistics, recommendations will be made to change the national system.

Federal Programs Information on School and School District Universe Files: Process

Although federally funded programs provide service to large numbers of targeted students in schools across the country, collect extensive amounts of educational and fiscal data on those programs and students served, and are often targets of studies conducted by the federal government, the current universe files contain no information on federally funded programs. The Center for Statistics and the Council are exploring possibilities for including data from some, or all, federal programs, in order to enhance the utility of both the school and school district universe files: This will provide additional general descriptive data on students, staff, schools, and school districts, as well as provide a more extensive base for sampling: This expanded sampling base will aid such studies two ways: (1) by selecting schools and school districts with representative demographic characteristics for state, regional and national studies on schools and schooling, and (2) selecting sub-universes of targeted schools providing specific services (e.g., ECIA Chapter 1,

Vocational Education) to specific groups of students, for studies on the efficacy of those programs or services.

For example, approximately 95 percent of school districts and 70 percent of public elementary schools receive Chapter 1 services, and all school districts and 98 percent of schools are eligible for Food and Nutrition Services. Eligibility for both programs is formula-derived based on parental income of children served by the schools and provides approximations of socioeconomic status (SES) for schools and school districts. SES is a common factor used in selecting samples that are representative of states and the nation. Consequently, the Task Force considered using Chapter 1 and free lunch eligibility, as proxies for SES, for inclusion on the universe files.

The federal government and the Congress frequently conduct studies of the efficiency and effectiveness of federally-funded programs such as ECIA Chapter 1. During the 1985-86 school year the U. S. Department of Education administered eleven separate contracted studies of Chapter 1. Identification of programs available on the universe files would have saved time and resources, by more effectively targeting samples for such studies. Also by identifying programs, children with particular needs may be more easily identified for studies. For instance, bilingual program participation suggests concentrations of limited English proficient children.

Individual State Profiles

The current Education Data Improvement Project is using individual state profiles to describe data collection and reporting practices. These profiles contain information about six federal programs--Chapter 1, Bilingual Education, Migrant Education, Special Education, Vocational Education, and Food and Nutrition Services. They include the particular state definitions of the programs and a summary of data states currently collect including program participation and number of students participating.

The profiles provide a data base for the Project. State profiles are analyzed to develop across-state operational definitions of programs, and to identify relationships among states. Further, the profiles provide information on which states collect what data and at what level. (A companion report, "A Compendium: State Profiles of School and School District Universe Data," describes development of the profiles and presents each states profile.)

Preliminary analyses of state profiles revealed that additional information was needed before the current status of state data collection and reporting could be described. We found, for example, that there is little variation in the definition of federal programs--all states use federal definitions. However, there are significant problems: (1) within most state agencies there is no single repository for federal program data; each program (e.g., Chapter 1, Special Education) maintains its own data base; (2) states already report data to other federal agencies and do not feel they should have to report the same data twice; (3) not all federal programs use the same unit to designate school (e.g., Food and Nutrition Services counts one cafeteria as one school regardless of how many buildings or grade levels; there are Chapter 1 programs in schools considered by some states as nonpublic). Further, some states collect data at the school level while others collect it at the district level.

To assist the Project in resolving these issues, a task force, on including federal programs information in the universe files, was convened.

The Task Force

A task force, with representatives from the six federally funded programs included on the state profiles, was convened. The members, selected to represent one of the six federal programs, generally were serving as the heads of national associations involved with the programs. For example, the chair for the Association of State Directors of Chapter 1 was asked to represent Chapter 1. After the selection of these program representatives, the Common Core of Data Coordinators from the states of the program representatives were asked to serve on the task force. This

serve on the task force. This arrangement was employed because it became apparent during the profile process that in many states these two functions do not coordinate at all, and it seems reasonable to assume that such coordination will be critical to effective implementation of an expanded Common Core. (Task Force members and their affiliations are listed at the front of this report).

The purpose of the task force was to identify federal program information needed on universe files. The Task Force was charged to do the following: (1) refine federally-funded program definitions derived from the state data profiles compiled by states and the Education Data Improvement Project; (2) identify and describe problems in reporting federal programs data to the Center for Statistics; and (3) make recommendations for what data to collect and how to collect it, including when and at what level data should be collected and compiled.

This Report

The first year of the Project is described in a series of reports under the general title "Improving Universe Data on Schools and School Districts." Other reports in the series include "Technical Report: Conceptual Framework," "Development of a Shuttle for Verifying Data Elements Collected by State Departments of Education and Reported to the U. S. Department of Education's Center for Statistics," and "A Compendium: State Profiles of School and School District Universe Data." Several white papers complete the series, including "Data Elements on the School and School District Universe Files to Permit Sampling for National, Regional, and State Studies," "Collecting National Statistics on Dropouts," and "Summary of Selected Education Data Elements Collected by State Education Agencies."

This report, "Federal Program Information on School and School District Universe Files," discusses the inclusion on the universe files of information from four federally-funded programs: Chapter 1, Bilingual Education, Migrant Education and Food and Nutrition Services. Two additional programs -- Special Education and Vocational Education --

will be discussed in a separate report. This report identifies and discusses specific issues to be resolved, prior to including federal programs information on school and school district universe files. It also provides a summary of data availability by state, for reporting to the Center for Statistics, and a review of state-level definitions of federal program terms. Finally it presents specific recommendations for standardizing definitions for the programs, and for including specific data elements in the universe files.

The recommendations presented here will be reviewed by the 50 states and District of Columbia Common Core of Data Coordinators. Their comments, additions, and exclusions will be included in subsequent Project analyses. The specific recommendations about data elements for the universe files are described in relation to their levels of utility (or usefulness for sampling and descriptive purposes), technical adquacy (with which it can be collected and reported), and feasibility (or relative ease of collecting). These criteria are applied to all data elements included in the Project's study. (See Appendix A for definitions for these criteria generally applied by the project.)

ISSUES IN INCLUDING FEDERAL PROGRAMS INFORMATION ON SCHOOL AND SCHOOL DISTRICT UNIVERSE FILES

There are a number of general issues to be considered in determining inclusion of federal program information in school and school district universe files. The issues are summarized below.

Purposes of the Universe Files

Data to be contained on the universe files are determined by the purposes for those files. The three purposes which direct the recommendations presented in this paper are 1) to provide official state-by-state listings of public elementary and secondary schools and school districts in this country, 2) to provide minimum information necessary for selection of national, regional, and state representative samples of schools and school districts, and 3) to provide basic statistical data about all schools and school districts. The "Plan for the Redesign of the Elementary and Secondary Data Collection Program: Working Paper," presented by the Center for Statistics in March 1986, strongly suggests that the current data system is to be replaced by a new data collection program. The Working Paper states that the new program will have the following two components:

> Longitudinal Studies, including a continuation of the two current surveys, HS&B [High School and Beyond] and NELS 88 [National Education Longitudinal Study of the Class of 1988]; plus other new studies.
>
> A New Elementary/Secondary Integrated Data System (ESIDS), including:
>
> Surveys of SEAs that will collect certain fiscal and non-fiscal data (currently Parts V and VI of the CCD), and state policy data, e.g., high school graduation and teacher certification requirements, and planned universe data collections on schools and LEAs (Currently Parts I and II of the CCD): and
>
> Surveys of public LEAs and private schools, teachers, school administrators, students and parents. (p. 11)

Based on the above statement and the overall plan described in the Working Paper, the purpose of providing basic statistical data may be modified or eliminated for the universe files. If, for instance, descriptive data are unnecessary because all descriptive data are collected through surveys of representative samples of schools and school districts, then the revised universe files will need to be much less comprehensive.

If the purposes of the universe files change, then the recommendations of this report will need to be re-examined. Specifically, the "utility" ratings for some data elements will change.

Timing and Timeliness

A major criticism of the current elementary/secondary statistical data system is the lack of timeliness. The Working Paper describes some of the problems as follows:

> The Center has had problems collecting data in a timely fashion. These problems have resulted in inordinate delays in the publication of important information on the status of education. The most recent edition of the Digest of Education Statistics (1983-84), for example, published in December, 1983, contained state-level data on student enrollment only through Fall 1982, instructional staff data only through Fall, 1981, and finance data only through the 1980-81 school year. As of December, 1985, the latest published state-level data in each of these areas (the 1985 edition of The Condition of Education) were for 1983-84 for school enrollments, 1981-82 for instructional staff, and 1982-83 for school revenues and expenditures. (p. 8, Working Paper)

To be most useful for sampling, universe files need to be available prior to the beginning of, or very early in, the current school year. Having actual data from schools and school districts at that time is impossible. Timing of data collection is a continuing problem of the national statistical data system. The Center waits for all states to report before processing the data. Some states provide the Center with data after the prescribed deadline. Data editing then takes considerable time, with apparent errors returned to states for corrections. States vary in their promptness in returning corrections. The Center reports only after all corrections are received from all states.

If the universe files are to be useful for any of their intended purposes, the states must commit and adhere to stricter reporting schedules. The Center must make procedural changes that acknowledge data collection and reporting limitations of states. Data collection and reporting procedures should not handicap a majority of states because a few are inefficient or inaccurate in reporting.

Estimates versus Actual Data

This issue is closely related to the timing and timeliness concerns. There was considerable discussion about the relative merits of reporting only actual data. Estimates can be projected from previous year's data, can be achieved early in the school year, and are adequate for many purposes including sampling. Also, estimates provide a way to report on the current year, early in the school year, to guide current year policy making.

There are problems with estimates: first, estimates provide the federal government with two sets of state data--the early estimates and the actual data; second, the potential for states to have to report to the Center twice in one year. Both of these problems have both practical and policy implications. Practically, a system for estimates can be very burdensome to states who already have trouble reporting accurately and on time. There may be severe problems for states with large city school systems. From the policy perspective, the estimates are only approximations and do not account for unexpected occurances in states or school districts.

Strategies for Consideration: Strategy 1 -- Create a three stage reporting system. Part A: by November 15, states report all available data on the universe files and provide estimates for data that are unavailable at that time; Part B: by June 15, states correct estimated data reported on Part A; and Part C: the Center projects next year's data based on the actual data available on the states' Part B reports. Part C provides both the basis for the states' Part A reports and the sampling frame for the next year. Part A data are also reported as early estimates for the current year. During the first year of the cycle, states report twice to the Center for Statistics. However, after one complete cycle, Part C provides the estimates projected from previous year's data, and states correct those estimates.

Strategy 2 (to reduce reporting burden on both states and the Center)--Implement Strategy 1 but extend the timeline to two years. Universe data do not change dramatically from year to year. Consequently, a two-year cycle provides corrected data every other year with estimates projected from previous year's actual data on the off year.

Duplicate Reporting

A major concern of the task force participants was the possibility of reporting the same information to two federal agencies. Currently, states make comprehensive Food and Nutrition Services monthly reports to the Department of Agriculture, ECIA Chapter 1, Migrant Education, Special Education, Bilingual Education, and Vocational Education reports to the Department of Education.

There are several possible solutions. The Center for Statistics can develop strategies to access current federal program data bases, and merge data files to obtain needed information, or the overall reporting procedures can be amended to direct the Center to be the central data collection agency for all federal education programs. There is support for both strategies. For instance, the authorizing legislation for bilingual education (P.L. 98-511) states:

> "Sec. 737.(a) Notwithstanding section 406 of the General Education Provisions Act, the National Center for Education Statistics shall collect and publish, as part of its annual report on the condition of education, data for States, Puerto Rico, and the Trust Territories with respect to the population of limited English proficient persons, the special educational services and programs available to limited English proficient persons, and the availability of educational personnel qualified to provide special educational services and programs to limited English proficient persons.

However, even this seeming-authorization to the Center contains the following caveat:

> (b) In carrying out its responsibilities under this section, the National Center for Education Statistics shall utilize, to the extent feasible, data submitted to the Department of Education by State and local educational agencies and institutions of higher education pursuant to the provisions of this title.

The recommendations in this report are made based on the relative merits of individual data elements for the school and school district

universe files. The recommendations are not to be construed to supercede the concerns expressed about duplicate reporting. Under no circumstances does the Task Force or Project support an arrangement wherein states report the same data to the Center if those data are reported to another federal agency.

Federal versus State Programs

In many instances, states and school districts provide parallel services to those provided by federal programs. For instance, several states have state-funded compensatory education programs as well as ECIA Chapter 1. States and school districts provide services for limited English proficient students. The Task Force members discussed the utility of reporting information on the state and locally funded programs to the Center for Statistics school and school district universe files. Federal expenditures alone do not adequately reflect the level of effort to provide services to targeted children-in many instances, state and local contributions exceed the federal funds available. The levels of state and local contributions provide significant indicators of state and local policy, and of contextual settings. Nonetheless, it was the consensus of the Task Force that only federal program information provides useful information for the purposes of the universe files. Requiring federal data to be partitioned from state program data will increase data burden for some programs in some states-separating the data may create analytic problems, especially at the school level.

Common Definition of "Program"

The term "program," used throughout Center for Statistics documents and instruments and in the Education Data Improvement Project state profiles, is confusing and needs further definition. For example, if a school provides a typing course, does it have a vocational education program? If a school has an extensive program for emotionally disturbed students, is it a regular school with a special education program, or is it a special education school? The Task Force requests that the Center, or the Project, provide specifications that distinguish programs.

Stability of the National Statistical Data System

There was unanimous agreement among members of the Task Force that the Center for Statistics should carefully design forward-thinking new universe files, develop valid and reliable instruments for collecting data, and provide adequate guidelines for reporting. It should then implement the total system, and maintain that system for a number of years. A stable system will provide a comprehensive data base that will permit longitudinal studies of changes in schools, school districts, and states. Also, a stable system will allow states to develop data collection systems to match the Center's system, without annual modifications which are both confusing and burdensome. This is not to say that modifications can never be made; but that when modifications are made they are the result of systematic, data based planning.

FINDINGS: INDIVIDUAL STATE PROFILES

Individual state profiles on universe data elements for forty-eight states and the District of Columbia contain information on Chapter 1, Bilingual Education, Migrant Education, Special Education, Vocational Education, and Food and Nutrition Services. The profiles provide descriptions of state definitions of the programs and reveal the abilities of states to provide data, either at the school or school district levels, on program participation, and on numbers of participating students.

Definitions

The basic definitions of programs included in the profiles were extracted from federal legislation and regulations (see Appendix B for the basic definitions provided to the states for their critique.) Responding states generally agree with those definitions. Variations specified by individual states to these basic definitions are not state-specific but are, in every case, clarifications of the base. For example, six states identified as a variation from the base, "provides subsidies for paid lunches." On review of the authorizing legislation it becomes evident that federally-funded food and nutrition programs, as part of the law, provide subsidies for paid meals. Consequently, subsidies for paid lunches is not a variation at all; rather it is a characteristic of all Food and Nutrition Programs.

All of the state identified variations were reviewed by the task force, and, where appropriate, variations were incorporated into the task force recommended definitions, described in the Section 4 and presented in Table 3 in Section 5.

Data Collection Practices

Data collection practices on seven categorical education programs were surveyed. Two items of information for each program was requested from each state:

1) can the state identify schools (or school districts) participating in the programs?
2) can the state provide a count of participating students?

These data are presented, state by state, in Table 1. (See Summary Table below).

Program Data: Summary

	Program (yes/no)			Number of Students		
	School	Dist.	Other	School	Dist.	Other
Chapter I	23	22		19	22	
Voc. Ed.	36	12		29	10	3
School Breakfast	28	17		25	17	
School Lunch	27	18		24	18	
Special Ed.	30	18	1	28	17	1
Migrant Ed.	14	24	3	14	19	3
Bilingual Ed.	17	15	2	16	14	2

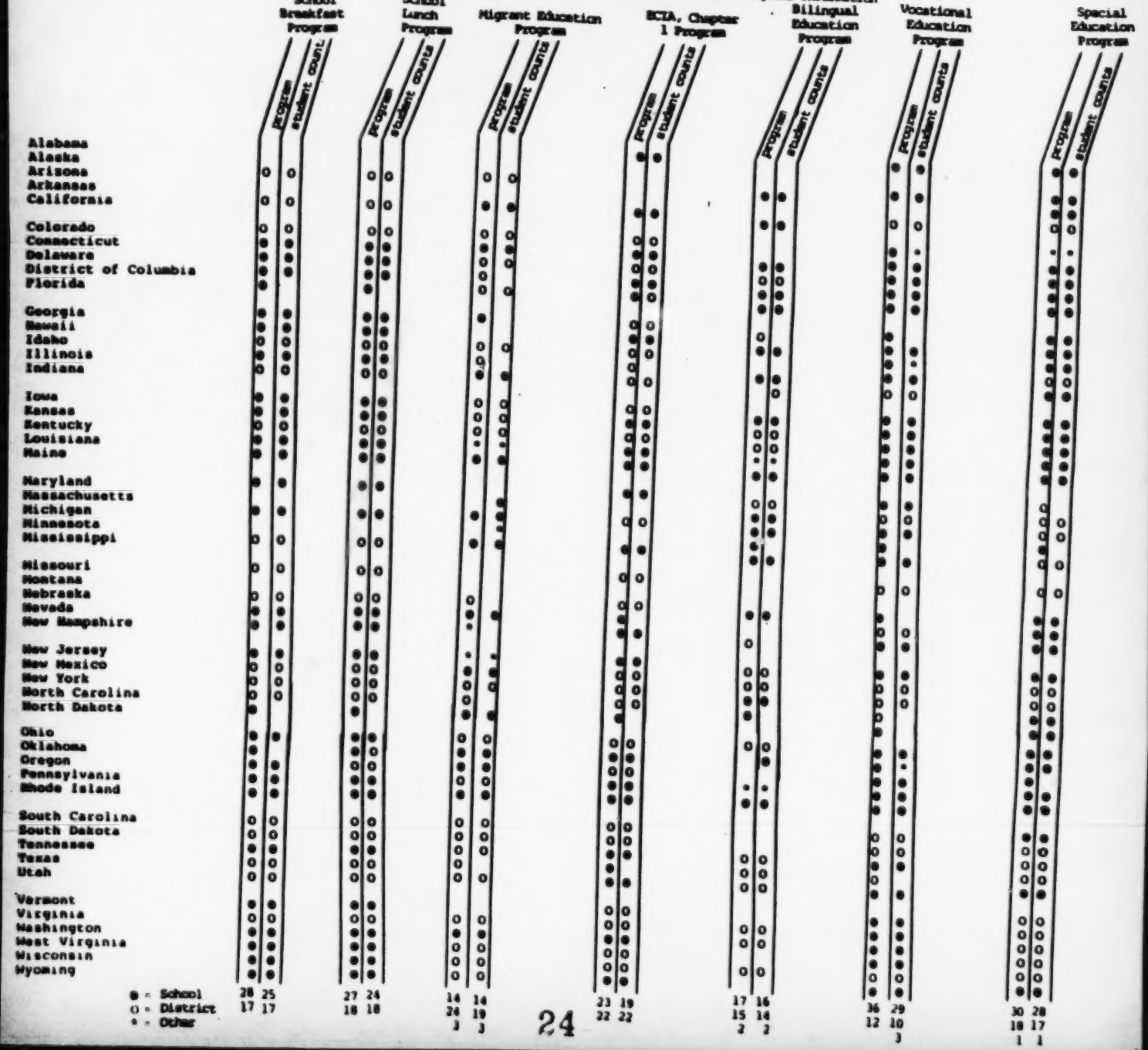
Data on programs (except Migrant and Bilingual Education) are available in 40 or more states. In all programs, except Migrant Education, at least one-half of the states that report do so on the school level. Chapter 1 is evenly divided -- 23 of 45 states that can report by program can report by school, and 19 of 41 that can report numbers of students can report at the school level. Data on Vocational Education and Special Education program are more widely collected at the school level (36 and 30 states, respectively) than data on other programs, with collections more evenly split between school and district level aggregations. The presence (or absence) of a program in a school is generally more available for these programs than is the number of students served by these programs.

In summary, most states can report on federal program participation for Chapter 1, Vocational Education, Food and Nutrition Services, and

Special Education. If data are requested at the school level, however, some states will be required to change their data collection procedures. This is especially true for Chapter 1: approximately one-half of the states would have to change their current procedures.

Table 1

Summary of State-by-State Collection of Federal Programs Information



FEDERAL PROGRAMS DEFINITIONS AND DATA ELEMENTS ON UNIVERSE FILES: DISCUSSION AND RECOMMENDATIONS

The state profiles provide state-specific definitions used in gathering data for various federally-funded programs, including School Lunch and Breakfast, Chapter 1, Bilingual Education, Migrant Education, Special Education and Vocational Education. For each definition (e.g., "school lunch program"), the Council staff formulated a bulleted definition, with one set of bullets indicating basic elements from a Center for Statistics or other federal definition of terms, and one set of bullets indicating elements identified by states as critical elements in their individual cases that vary from state to state. The task force made recommendations to refine these definitions in terms of completeness, redundancy, and accuracy.

The refined definitions provide the basis for further state by state comparisons of federal program participation. The discussion of definitions provides the context for recommendations presented below. The recommendations are of two types: (1) specific changes are recommended in program definitions, to be employed across states, and (2) data elements from each program are recommended to meet the purposes of the universe files.

Three questions were asked about each potential data element: (1) Is this data element a necessary general description of schools and school districts? (2) If yes, is it necessary to collect the information from all 87,000 schools (or 16,000 school districts) in the country? (3) Is this data element required for selecting samples of schools and school districts for national studies on the condition of education? Recommended data elements are judged as necessary either on questions 1 and 2, or on 3, or on 1, 2 and 3.

The final section of this report summarizes the data element recommendations discussed below (Table 2), and presents specific data elements recommended for inclusion on the universe files and factors related to the relative utility, technical adequacy, and feasibility for each data element. Table 3 presents a comparison of the original base definition of programs with the task force recommended definitions. Appendix A provides definitions of utility, technical adequacy and feasibility.

School Food and Nutrition Services

The School Food and Nutrition Service Programs, funded by the U. S. Department of Agriculture through state education agencies to local school districts, are the National School Lunch Program, the School Breakfast Program, and the Special Milk Program. A school may participate in one of these programs, or combine the Lunch and Breakfast Programs. A school participating in the Special Milk Program, however, may not participate in either of the other Programs. All states, and most schools (98%), participate in one or more of the available programs. USDA-donated commodity foods are an integral part of the National School Lunch Program. All states, except Kansas, participate in the companion commodities program.

Because the nature of the program is defined by federal statute, all participant programs in all schools and all states adhere to the legal definition. The basic definition, provided in the State Profiles, distinguishes the federal food and nutrition programs from all other programs and is adequate for defining the program nationally. The state-specific variations listed in the profiles do not distinguish among states, since all states must comply with each of the listed variances. The profiles reflect only two programs -- school breakfast and school lunch. The third program, special milk, should be added to the profile.

Recommendation: Restate the data element definition and specifications, to combine the school breakfast and lunch programs and add the special milk program.

SCHOOL FOOD AND NUTRITION SERVICES

Federal funds available under the various programs:

- provides basis subsidy for all student meals
- provides special cash assistance subsidy for free/reduced price meals for eligible students
- provides basic subsidy for milk
- provides special cash assistance subsidy for free milk for eligible students (local option)
- provides meal subsidies based on family size and income criteria
- makes available food commodities for meals

All schools qualify, by law, for the food and nutrition programs. Students within the participating schools are eligible for free or reduced price meals or free milk, based on the poverty income levels established annually by the Secretary of Agriculture (USDA). Rates vary with income eligibility status and by program.

The percentage of students in a school eligible for free or reduced price lunch, breakfast, or free milk, provides an approximation of socioeconomic status. Eligibility data are available for all participating schools and are not currently reported to the USDA. School agencies vary in their commitment to providing available food services in all schools and to all eligible students. Furthermore, schools participating in the Special Milk Program have the option to provide free milk; it is not a requirement. Consequently, the data are not uniformly accurate across all schools; however, the data are the most accurate and complete available for measuring relative poverty levels across all schools. Free lunch eligibility data are often used to determine Chapter 1 eligibility. Not all eligible students participate; thus, participation data are incomplete.

Recommendation: Collect food and nutrition services data at the school level, obtain number of students eligible for free or reduced price meals or free milk, by program - Lunch, Breakfast, Special Milk - as applicable.

(Note: If meal participation data--free, reduced price and fully paid meals (non-needy students) under the National School Lunch and School Breakfast Program, or milk consumption data, including free milk--will ever be needed to get more complete school "profiles" of federal program participation, we recommend that the decision to collect those data be made and implemented at this time.)

ECIA Chapter 1

As with Food and Nutrition Services, definition of Chapter 1 eligibility, participation, and funding is determined by federal statute, and does not vary from state to state. The basic definition, described in the State Profiles and taken directly from federal law, applies across all states. With Chapter 1, no individual state variations were identified in the Profile process. However, it was pointed out by members of the Task Force that a basic definitional characteristic of Chapter 1 is derivation of student poverty data from family income data, to establish the eligibility of schools to participate in the program.

Recommendation: Maintain the data element definition and specifications as presented in the current State Profiles, with addition of family income criteria.

ECIA CHAPTER 1

Federal funds provided to schools

- designated for supplemental remedial instructional programs
- targeted at students performing below minimum proficiency levels
- designated for schools with relatively high concentrations of poverty

Most operating school systems in the country receive Chapter 1 funding. The estimates range from 88 percent (includes non-operating school districts in the calculation) to 97 percent. More than 70 percent of operating elementary public schools participate in Chapter 1. Schools qualify for Chapter 1 based on the relative poverty level of their student populations; The specifications used for determining school eligibility are school district-specific and may be influenced by state policies as well, (e.g., states may focus Chapter 1 services at specific grade levels such as K-3). Actual school participation is determined by eligibility and availability of funds. Districts may choose not to fund all their eligible schools. When such a decision is made, the higher poverty schools (relative to others in the school eligibility pool) are the ones generally selected for actual program participation.

School eligibility information varies from state to state, and from school district to school district. States and districts may designate specific grade levels or grade spans (such as elementary grades) for

targeting Chapter 1 funds. Once a school is determined to be eligible, student participation is not limited to children below a specific poverty level. While school eligibility is based on relative poverty levels of students attending a school, once the school is judged eligible, student participation within that school is based on the school's determination of educational need, the criteria for which may vary across schools and school districts. School eligibility data for Chapter 1 within school districts correlate highly with--and may be derived from--eligibility for school food services.

Recommendation: Collect Chapter 1 school participation data (i.e., schools actually providing Chapter 1 services). Do not collect school eligibility data (i.e., schools with sufficient numbers of poor students to qualify for Chapter 1) or number of participating students.

Bilingual Education

Federally-funded Title VII bilingual education program policy, definitions and student eligibility criteria are specified in federal statute (P.L. 98-511; Sections 701-752, also known as Title VII, the Bilingual Education Act) and apply to all grantees funded under the Elementary and Secondary Education Act (ESEA) of 1965 as amended in 1984. Title VII bilingual education is a competitive, direct grant program provided to school districts, institutions of higher education, and non-profit community organizations by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) in the U. S. Department of Education. State education agencies are funded primarily to collect, aggregate, analyze, and publish data and information on the state's population of limited English proficient (LEP) persons, and on the educational services provided or available to such persons. These funds are to be used to supplement and not to supplant comparable services.

The programs are not formula funded and are monitored by OBEMLA. Districts are eligible for Title VII bilingual education funds as long as they qualify under current regulations and are able to implement, when funded, program objectives/activities as approved by OBEMLA. Most recipients of grant awards are funded for three year cycles with the

options of two year extensions. Grantees submit continuation proposals each year within their funding cycle. Some program category awards are for one year only. State education agency funding is based on prior year grants to school districts in the state.

Some states and school districts provide additional funding for bilingual education programs and/or other special alternative programs that will meet local needs and philosophy. State and local funds for bilingual education exceed other federal program allocations in some states where there are high concentrations of LEP students.

Having LEP students is not enough to ensure federally funded services. Availability of Title VII bilingual services is based on competitive awards, and varies among local school districts, and even among schools within districts. Schools and districts may want funding, but not be able to get it, while others may need funding but not seek it. Availability depends on the policies of local boards of education, motivation of school administrators to seek funds, availability of funds, relative concentrations of LEP students within schools, and policies and practices of federal grantors.

The presence, or lack thereof, of a bilingual education program, federally supported or not, within a district does not appear to have merit for selecting representative schools or school districts. Bilingual education program information does not provide an accurate proxy for ethnic diversity or LEP concentrations. Further, information on school participation in Title VII bilingual education programs is good only for the current year, and is useful only if universe files are available in early spring of the current year, for selecting samples of schools with bilingual education programs for spring data collection.

Recommendation: Restate the data element definition to correspond to the specific wording of P.L. 98-511, including types of programs that can be funded.

BILINGUAL EDUCATION PROGRAMS

Federal funds provided to schools

- designed for educational needs of students who are limited English proficient
- targeted at students instructionally handicapped because of difficulties with the English language
- includes programs outlined in Section 721 of P.L. 98-511

The federal statute defines "limited English proficiency" and "limited English proficient" when applied to individuals as:

A. individuals who were not born in the United States or whose native language is a language other than English;
B. individuals who come from environments where a language other than English is dominant, as further defined by the Secretary by regulation; and
C. individuals who are American Indian and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, subject to such regulations as the Secretary determines to be necessary; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Criteria for identifying LEP students within this definition are undefined and are inconsistently applied by schools and school districts. Identification is often at the discretion of the school. Tests of English language proficiency are available, e.g., LAS, LAB, BINL, BSM, IPT. However, several of these were developed for use with specific language groups and therefore, no one test is universally accepted. Nonetheless, schools are required to report on the number of LEP students within their service areas. Self-reports by schools on the number of LEP students are the best available indicators in this area of major national concern.

In order to evaluate the effectiveness of federally funded programs, the universe files should indicate the availability of a program in a school, and the concentration of LEP students. The number of LEP students in a school provides a significant contextual indicator for describing schools and schooling in this country.

Recommendation: Collect Bilingual Education school participation data and the number of limited English proficient students at the school level. OBEMLA is encouraged to develop more standard criteria and measures of levels of language proficiency.

Migrant Education Program

There are two kinds of migrant education programs, and the definition in the State Profiles need to incorporate the distinction: 1) short-term

summer programs, and 2) tutorial programs carried out in conjunction with the regular nine-month term. The definition should also include both interstate and intrastate migrants.

MIGRANT EDUCATION PROGRAM

Federal funds provided to schools

- designated for supplemental services for unique educational needs of migrant students
- includes children of agricultural workers and migratory fishers
- includes both current migratory students and "settled out" migrant students for up to five years
- includes interstate migratory students
- includes intrastate migratory students
- includes short-term summer programs
- includes tutorial programs during regular school year

Forty-nine states, the District of Columbia, Puerto Rico, and the Marianna Islands participate in a computerized data bank (Migrant Student Transfer System), which tracks migrant students across the country--intra- and interstate. There is no estimate of the percentage of migrant students included in the system, but it appears to be relatively high. Data on regular school year programs are available at the school level.

Recommendation: Collect Migrant Education school participation data. Explore possible merger of the nationally collected migrant student data with the Center for Statistics files.

Special Education

(to be discussed in separate report.)

Vocational Education

(to be discussed in separate report.)

Summary of Recommendations

Utility, Technical Adequacy and Feasibility

Table 2 summarizes each data element considered by the task force across three criteria: utility, or the ability of the specific data element to serve the purposes of the universe files; technical adequacy, or the validity and reliability of the data elements for the providing measures within the purposes for the universe files; and feasibility, or the relative availability and care of accessibility each data element.

The level of measurement for each data element is based on task force recommendations and on analysis of information from state profiles. The status of each data element is described as "recommended", meaning that we feel that data element is necessary (HIGH utility) for the purposes ascribed to the universe files; as "optional," meaning that we judge the data element to be of use under some circumstances but that we do not believe the level of effort necessary to collect and report the data for 87,000 schools is worth the benefit; or as "not recommended," meaning we don't feel that the data element is necessary at this time. For recommended data elements we have specified that the data are recommended for immediate collection (i.e., 1987) by the Center for Statistics collection within the next 2-3 years (i.e., 1988 or 1989), or collection within the next 5 years (i.e., by 1992). The timing for data collection is determined on the current availability of data (feasibility) or the lack of current data with high technical adequacy.

Definitions

Table 3 presents the recommended definitions for federal programs, compared to the original base definition and the form used in the state profiles.

APPENDIX

Table 2

Recommendations: Federal Programs Information on School and School District Universe Files

Data Element	Level of Measurement	Status	Utility	Technical Adequacy	Feasibility
FNS					
1. FNS participation - breakfast - lunch special milk	School	Optional	Identifies participating schools.	Minimal definitional problems. State aggregates reported USDA. 98% of schools participate.	Records maintained by 45 SEAs; 28 at school level.
2. Number of students students eligible for free lunch	School	Recommended by 1987.	Provides approximation of socioeconomic status of school.	Minimal definitional problems. State school level aggregates reported to USDA. Computed for allocation of federal funds. Formula derived.	Records appear to be maintained by many SEAs.
Chapter 1					
1. Chapter 1 eligibility	School	Not Recommended.	Provides approximation of socioeconomic status of school. Not as sensitive as FNS indicator and often derived from FNS statistics. Influenced by state and district policy. Not all eligible schools receive services.	Computed for allocation of federal funds. State aggregates reported to USED. Comparability problems: eligibility criteria determined at school district level.	Records appear not to be maintained by SEAs.
2. Chapter 1 participation	School	Optional (Not recommended if number of students is requested)	Identifies participating schools.	Minimal definitional problems based on allocated federal funds. State aggregates reported to USED. 70% of elementary schools participate. Comparability problems-depends on availability of funds and school district policy or state policy.	Records maintained by 45 SEAs; 23 at school level.
3. Number of students participating in Chapter 1	School	Recommended by 1987.	Identifies participating schools and level of participation. Identifies high risk students. Does not correspond to SES.	Minimal definitional problems based on allocated federal funds. State aggregates reported to USED. Comparability problems-depends on availability of funds and school district policy or state policy.	Records maintained by 41 SEAs; 19 at school level.

Table 2

Bilingual					
1. Bilingual participation	School	Not Recommended.	Small percentage of eligible schools make application. Current year data available in the fall accurate for current year only. Most service recipients not federally funded.	Minimal definitional problems based on federal grant applications. Based on federal fund allocation.	Records maintained by 32 SEAs; 17 at school level. Available from federal agency.
2. Number of LEP students	School	Recommended by 1992.	Identifies high risk groups of students. Corresponds to major national commitment.	Criteria for identification varies considerably. No generally accepted assessment instruments.	Estimates are available for some schools. Reported to federal agency for schools participating in Bilingual Programs.
Migrant					
1. Migrant participation	School	Not Recommended.	Identifies participating schools.	Minimal definitional problems. Used for federal fund allocation. Data currently collected as part of a comprehensive national system.	Records maintained by 41 SEAs; 14 at school level. Available from tracking data base.
Special Education (To be discussed in separate report)					
Vocational Education (To be discussed in separate report)					

Table 3
Proposed Definitions of Federal Programs Terms

	Original	Profile	Recommended
Food and Nutrition Services			
School Breakfast Program:	A federally funded program (Child Nutrition Act) which provides cash subsidies for free and reduced price breakfasts to students. The amount of the federal subsidy varies according to the family income of the child receiving the meal.	Federal funds provided to schools (Child Nutrition Act): • provide cash subsidies for free and reduced price breakfasts to student • adjust subsidy according to family income of recipient	Federal funds available under the various programs: • provides basis subsidy for all student meals • provides special cash assistance subsidy for free/reduced price meals for eligible students • provides basic subsidy for milk • provides special cash assistance subsidy for free milk for eligible students (local option) • provides meals subsidies based on family size and income criteria • makes available food commodities for meals
School Lunch Program:	A federally funded program (National School Lunch Act) which provides cash subsidies for free and reduced price lunches to students. The amount of the federal subsidies varies according to the family income of the child receiving the meal.	Federal funds provided to schools (National School Lunch Act): • provides cash subsidies for free and reduced price lunches to students • adjusts subsidy according to family income of recipient	
ECIA Chapter 1			
ECIA, Chapter 1 Program:	The Education Consolidation Improvement Act (ECIA) Chapter which provides federal funds to schools for supplemental remedial programs to meet the special needs of students performing below minimum levels of proficiency.	Federal funds provided to schools: • provides supplemental remedial programs • targeted at students performing below minimum proficiency levels	Federal funds provided to schools: • provides supplemental remedial instructional programs • targeted at students performing below minimum proficiency levels • designated for schools with relatively high concentrations of poverty

Table 3

Bilingual Education			
Bilingual Education Program:	A federally funded instructional program conducted in English and a second language. Such programs are intended to meet the special needs of limited English proficient students (LEP) who have a native language other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language.	Federal funds provided to schools: • designated for instructional program in English and a native language • intended to meet the special needs of limited English proficient students (LEP)	Federal funds provided to schools: • provides for educational needs of students who are limited English proficient • targeted at students instructionally handicapped because of difficulties with English language • include programs outlined in Section 721 of P.L. 98-511
Migrant Education			
Migrant Education Program:	A federally funded program to assist in meeting the special educational needs of the children of migratory agricultural workers or migratory fishers. These children include both currently migratory children and "settled-out" migratory children for a period of up to five years.	Federal funds provided to schools: • designated for unique educational needs of migratory students • includes children of agricultural workers or migratory fishers • includes both currently migratory students and "settled-out" migratory students for a period of up to five years	Federal funds provided to schools: • provides supplemental services for unique educational needs of migrant students • include children of agricultural workers and migratory fishers • includes both current migratory students and "settled-out" migrant students for up to five years • includes interstate migratory students • includes intrastate migratory students • includes short-term summer programs • includes tutorial programs during regular school year

Table 4

State-By-State Components of the Definition of School Breakfast Program

	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. of Columbia	Florida	Georgia	Hawaii	Idaho	Illionis	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
School Breakfast Program - Federal funds provided to schools (Child Nutrition Act)																									
BASIC DEFINITION																									
provides cash subsidies for free and reduced price breakfast to students	•		•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
adjusts subsidy according to family income of recipient	•		•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
DISCREPANCIES																									
provides qualifying breakfast served to all students																									
provides subsidies for paid breakfast															•		•								
provides some cash for all student meals																									
provides for nutritional needs of students															•										
subsidized by state and federal funds																									
provides qualifying breakfast to all qualifying students																									
provides commodities in addition to cash subsidies																								•	
State Collection/Definition Status																									
Data on School Breakfast Program not Collected			•		•																				
No Definition																							•		
Developing New Definition																									

Table 4 cont.

State-By-State Components of the Definition of School Breakfast Program

School Breakfast Program - Federal funds provided to schools (Child Nutrition Act)	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
BASIC DEFINITION																										
provides cash subsidies for free and reduced price breakfast to students	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
adjust subsidy according to family income of recipient	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
DISCREPANCIES																										
provides qualifying breakfast served to all students																										•
provides subsidies for paid breakfast			•																			•				
provides some cash for all student meals												•	•													
provides for nutritional needs of students																										
subsidized by state and federal funds																										
provides qualifying breakfast to all qualifying students																										
provides commodities in addition to cash subsidies												•													•	
State Collection/Definition Status																										
Data on School Breakfast Program not Collected																										
No Definition																										
Developing New Definition																										

Table 5

State-By-State Components of the Definition of School Lunch Program

	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
School Lunch Program - Federal funds provided to schools (National School Lunch Act)																									
BASIC DEFINITION																									
provides cash subsidies for free and reduced price lunches to students	•		•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
adjusts subsidy according to family income of recipient	•		•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
DISCREPANCIES																									
provides qualifying lunch served to all students																									
provides subsidies for paid lunches															•		•		•						
provides some cash for all student meals																									
provides for nutritional needs of students															•										
subsidized by state and federal funds																									
provides qualifying lunch served to all qualifying students																									
provides commodities in addition to cash subsidies																								•	
State Collection/Definition Status																									
No data on School Lunch Program Collected				•		•																			
No Definition																							•		
Developing New Definition																									

Table 5 cont.

State-By-State Components of the Definition of School Lunch Program

	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
School Lunch Program - Federal funds provided to schools (National School Lunch Act)																										
BASIC DEFINITION																										
provides cash subsidies for free and reduced price lunches to students	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
adjusts subsidy according to family income of recipient	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
DISCREPANCIES																										
provides qualifying lunch served to all students																									•	
provides subsidies for paid lunches			•									•										•				
provides some cash for all student meals												•														
provides for nutritional needs of students																										
subsidized by state and federal funds																										
provides qualifying lunch served to all qualifying students																										
provides commodities in addition to cash subsidies												•														
State Collection/Definition Status																										
No data on School Lunch Program Collected																										
No Definition																										
Developing New Definition																										

Table 6

State-By-State Components of the Definition of ECIA Chapter I/State Compensatory Education Program

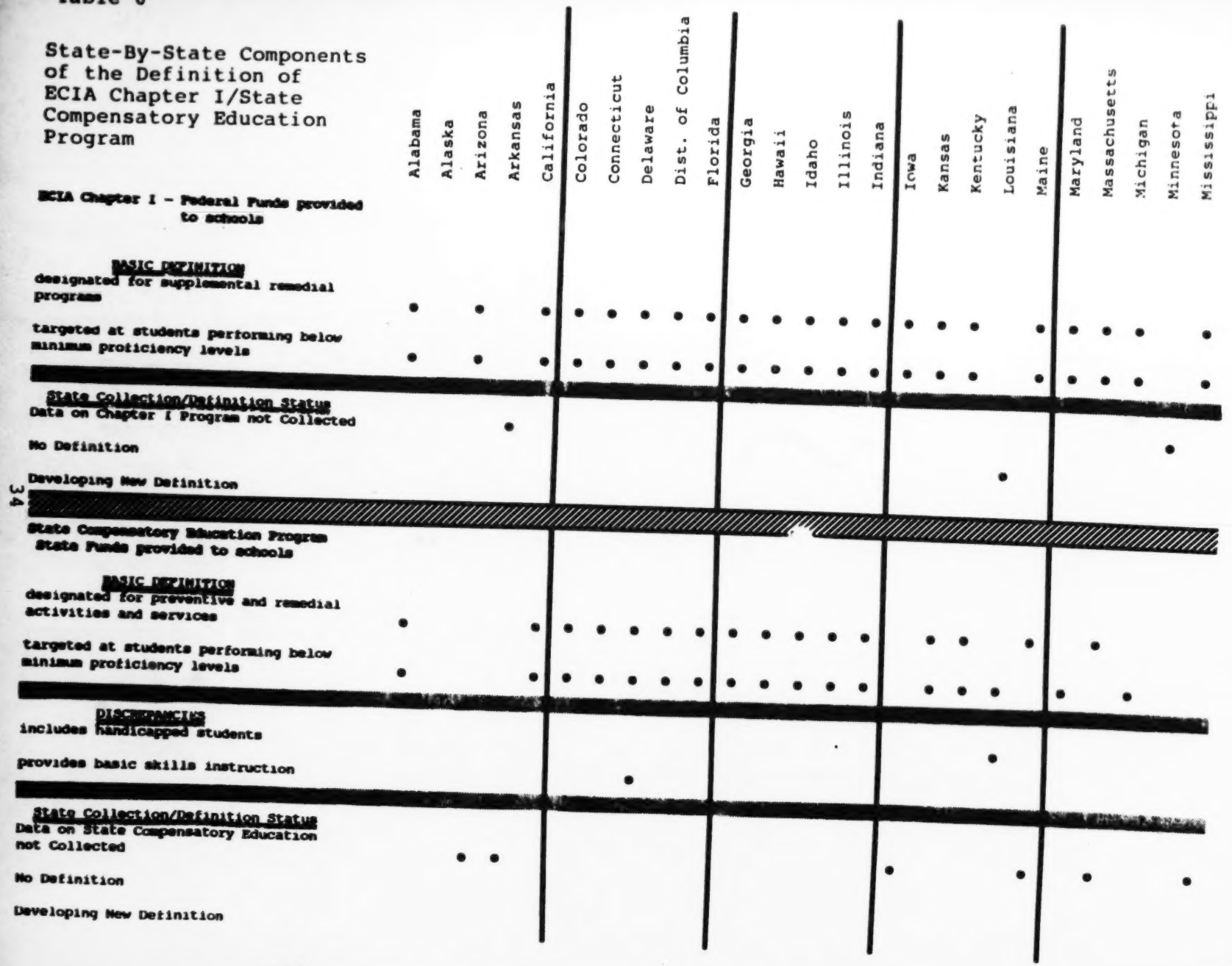


Table 6 cont.

State-By State Components of the Definition of ECIA Chapter I/State Compensatory Education Program

	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
ECIA Chapter I - Federal Funds provided to schools																										
BASIC DEFINITION																										
designated for supplemental remedial programs	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
targeted at students performing below minimum proficiency levels	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
State Collection/Definition Status																										
Data on Chapter I Program not Collected																										
No Definition																										
Developing New Definition																										
State Compensatory Education Program State Funds provided to schools																										
BASIC DEFINITION																										
designated for preventive and remedial activities and services	•		•			•	•	•	•	•	•			•	•	•		•	•	•						
targeted at students performing below minimum proficiency levels	•		•			•	•	•	•	•	•			•	•	•		•	•	•						
DISCREPANCIES																										
includes handicapped students																										
provides basic skills instruction																										
State Collection/Definition Status																										
Data on State Compensatory Education not Collected		•		•								•	•			•				•	•	•	•	•	•	•
No Definition																										
Developing New Definition																										

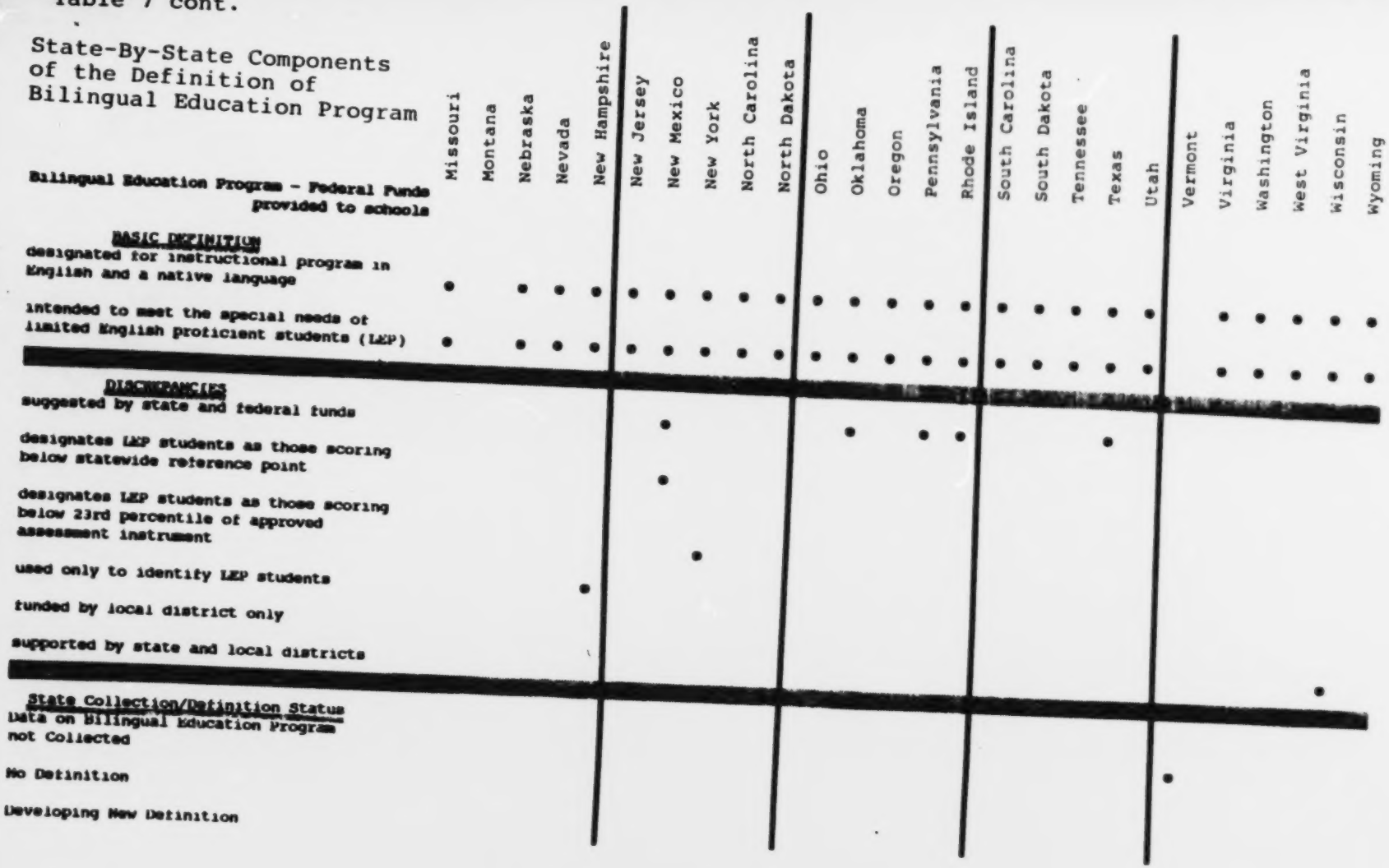
Table 7

State-By-State Components of the Definition of Bilingual Education Program

Bilingual Education Program - Federal Funds provided to Schools	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
BASIC DEFINITION																									
designated for instructional program in English and a native language	•		•		•		•	•	•		•	•	•	•		•	•	•		•	•	•	•	•	•
intended to meet the special needs of limited English proficient students (LEP)	•		•		•		•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
DISCREPANCIES																									
supported by state and federal funds			•							•													•		
designates LEP students as those scoring below statewide reference point																									
designates LEP students as those scoring below 23rd percentile of approved assessment instrument																									
used only to identify LEP students																									
funded by local district only								•																	
supported by state and local districts																									
State Collection/Definition Status																									
Data on Bilingual Education Program not Collected				•		•																			
No Definition																			•						
Developing New Definition																									

Table 7 cont.

State-By-State Components of the Definition of Bilingual Education Program



37

Table 8

State-By-State Components of the Definition of Migrant Education Program

Migrant Education Program - Federal Funds provided to schools	Alabama	Alaska	Arizona	Arkansas	California	Colorado	Connecticut	Delaware	Dist. of Columbia	Florida	Georgia	Hawaii	Idaho	Illinois	Indiana	Iowa	Kansas	Kentucky	Louisiana	Maine	Maryland	Massachusetts	Michigan	Minnesota	Mississippi
BASIC DEFINITION																									
designated for unique educational needs of migratory students	•		•		•	•	•	•		•	•		•		•	•	•	•		•	•	•	•		•
includes children of agricultural workers and migratory fishers	•		•		•	•	•	•		•	•		•		•	•	•	•		•	•	•	•		
includes both currently migratory students and "settled-out" migratory students for a period of up to five years	•		•		•	•	•	•		•	•		•		•	•	•	•		•	•	•	•		•
DISCREPANCIES																									
supported by state and local funds										•											•				
State Collection/Definition Status																									
Data on Migrant Education not Collected				•					•			•		•											
No Definition																			•					•	
Developing New Definition																									

Table 8 cont.

State-By-State Components of the Definition of Migrant Education Program

Migrant Education Program - Federal Funds provided to schools	Missouri	Montana	Nebraska	Nevada	New Hampshire	New Jersey	New Mexico	New York	North Carolina	North Dakota	Ohio	Oklahoma	Oregon	Pennsylvania	Rhode Island	South Carolina	South Dakota	Tennessee	Texas	Utah	Vermont	Virginia	Washington	West Virginia	Wisconsin	Wyoming
BASIC DEFINITION																										
designated for unique educational needs of migratory students	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•
includes children of agricultural workers and migratory fishers	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•
includes both currently migratory students and "settled-out" migratory students for a period of up to five years	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•
DISCREPANCIES																										
supported by state and local funds																										
State Collection/Definition Status																										
Data on Migrant Education not Collected																										
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